



THE IMPACT OF MICHIGAN COMMUNITY COLLEGES

DEPARTMENT OF LABOR & ECONOMIC GROWTH
Postsecondary Services
Community College Services Unit

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Introduction

Members of the Community College Services Unit, Michigan Department of Labor and Economic Growth, are providing this information to aid policy makers and community college personnel in their planning efforts to support access for students to quality instruction and to assist the training needs of industry and labor. Hundreds of companies entered into contracts for training and participated on local advisory and partnership committees over the last year. These companies share a goal with Michigan's 28 public community colleges to continuously improve occupational education and the skills of their workers. The references and information contained in this Impact Statement are for the academic years 1993 through 2004 unless otherwise indicated. Additional details are available by contacting the appropriate unit staff:

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Part I

Demographic Overview

Fall 2004: A Snapshot of Enrollment¹

- Michigan community colleges reported to the federal government that 210,874 students were enrolled Fall 2004, reflecting a 0.15% decrease over Fall 2003 enrollments.
- Thirty-five percent (35%) of the students were enrolled full-time while sixty-five percent (65%) were enrolled part-time.
- The number of full-time students increased by ten percent (10%) while the percentage of part-time students remained constant.
- Forty-one percent (41%) of those enrolled in Fall 2004 were men while fifty-nine percent (59%) were women.
- Minorities² made up seventeen percent (17%) of the population.
- 30,364 students entered a community college for the first time.
- The mean age of the community college student was 26 years old.
- Over 75.6 million contact hours were generated during 2003-04.

Total Enrollment for 2003-2004¹

- Over 396,000 students were enrolled in Michigan community colleges during 2003-2004.
- Fifty-one (51%) of these students were enrolled in 384 programs, while forty-nine percent (49%) took coursework in order to strengthen their skills, increase their employment potential, or for personal interest.
- Of the 396,600 students enrolled during 2003-2004, 176,619 (45%) were enrolled in occupational education.
- Of the 203,352 students enrolled in programs, sixty-one percent (61%) were enrolled in 281 occupational programs.
- Fifty-seven percent (57%) of those enrolled in occupational programs were women and forty-three percent (43%) were men.

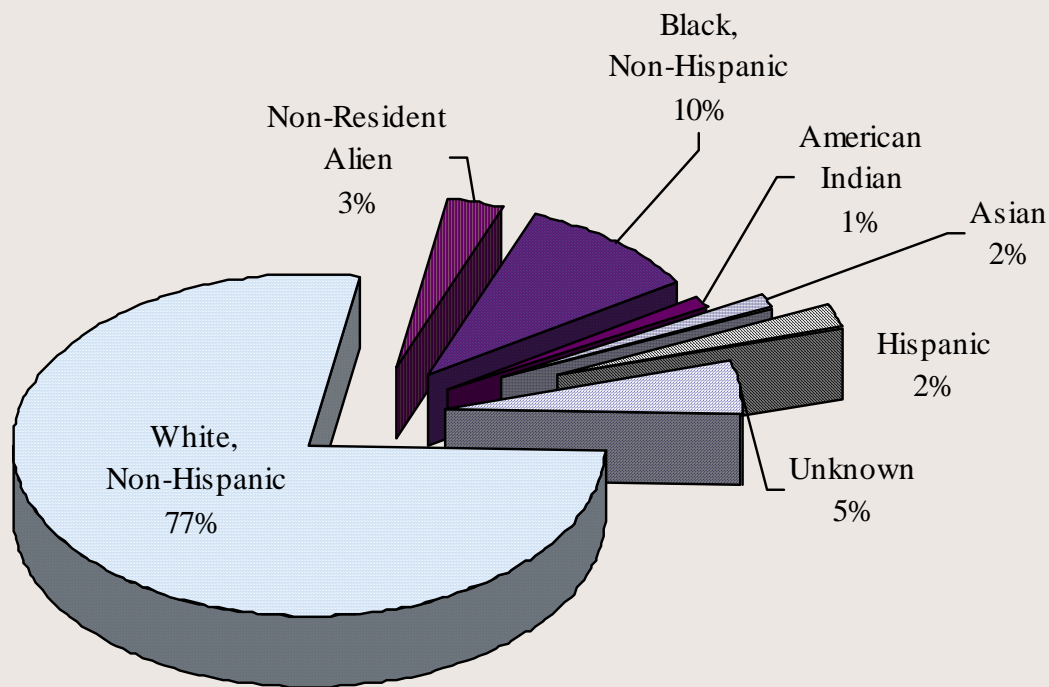
¹ ² This snapshot includes students taking at least one course creditable towards a degree as of October 15, 2004 or the 1/10th of the semester. Last year's data was inputted for one college that did not report for comparative purposes.

² Includes Black [Non-Hispanic], Asian, American Indian, and Hispanic.

Demographic Overview (Continued)

Certificates and Awards Conferred for 2003-2004

- Michigan community colleges conferred 22,589 certificates and associate degrees during 2003-2004.
- Sixty-four percent (64%) of the awards conferred went to women and thirty-six percent (36%) went to men.
- Sixty percent (60%) of the awards conferred during 2003-2004 were in occupational programs.



In Which Programs are Students Enrolling?

The top twenty programs in which students enrolled during 2003-2004 were:

CIP Code	Program Name	Total Men	Total Women	TOTAL
24.0101	Liberal Arts and Sciences/Liberal Studies	12,533	19,438	31,971
24.0102	General Studies	6,939	11,644	18,583
51.1601	Nursing - Registered Nurse (RN, ASN, BSN, MSN)	1,830	13,619	15,449
52.0201	Business Administration and Management, General	6,315	7,129	13,444
43.0107	Criminal Justice/Police Science	3,531	1,883	5,414
51.1613	Licensed Practical /Vocational Nurse Training (LPN, LVN)	561	4,540	5,101
13.1202	Elementary Education and Teaching	782	3,141	3,923
52.0302	Accounting Technology/Technician and Bookkeeping	930	2,878	3,808
52.0101	Business/Commerce, General	1,807	1,919	3,726
11.0201	Computer Programming/Programmer, General	2,266	1,458	3,724
13.0101	Education, General	1,180	2,446	3,626
14.0101	Engineering, General	2,266	408	2,674
47.0604	Automobile/Automotive Mechanics Technology	2,308	184	2,492
51.0907	Medical Radiologic Technology/Radiation Therapist	568	1,679	2,247
19.0708	Child Care and Support Services Management (NEW)	84	2,137	2,221
15.0303	Electrical, Electronic and Communications Egr Techn	1,946	222	2,168
43.0103	Criminal Justice/Law Enforcement Administration	1,172	720	1,892
46.0502	Pipefitting/Pipefitter and Sprinkler Fitter (NEW)	1,834	34	1,868
12.0503	Culinary Arts/Chef Training	1,000	780	1,780
15.0699	Industrial Production Technologies/Technicians, Other	380	1,379	1,759
TOTAL		50,232	77,638	127,870

The above twenty programs accounted for 63% of total program enrollment.

In What Programs are Students Earning Certificates and Degrees?

Sixty-five percent (65%) of the awards conferred were in the following programs:

CIP Code	Program Name	Men	Women	Total
24.0101	Liberal Arts and Sciences/Liberal Studies	1,342	2,849	4,191
24.0102	General Studies	973	1,596	2,569
51.1601	Nursing - Registered Nurse Training (RN, ASN, BSN, M	141	1,515	1,656
52.0201	Business Administration and Management, General	404	694	1,098
51.1613	Licensed Practical /Vocational Nurse Training (LPN, LV	75	803	878
43.0107	Criminal Justice/Police Science	322	155	477
52.0101	Business/Commerce, General	159	305	464
13.0101	Education, General	136	286	422
51.1614	Nurse/Nursing Assistant/Aide and Patient Care Assista	48	343	391
52.0302	Accounting Technology/Technician and Bookkeeping	48	262	310
47.0604	Automobile/Automotive Mechanics Technology/Technici	279	21	300
51.0601	Dental Assisting/Assistant	15	256	271
13.1202	Elementary Education and Teaching	41	227	268
43.0102	Corrections	126	134	260
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADI	200	36	236
11.0201	Computer Programming/Programmer, General	113	95	208
19.0708	Child Care and Support Services Management (NEW)	2	196	198
43.0103	Criminal Justice/Law Enforcement Administration	141	52	193
15.0303	Electrical, Electronic and Communications Engineering	165	20	185
50.0402	Commercial and Advertising Art	62	112	174
TOTAL		4,792	9,957	14,749

- Michigan community colleges conferred 22,589 certificates and degrees during 2003-2004.
- Sixty percent (60%) of the certificates/degrees conferred were in occupational programs.

Are Students Succeeding?

Based upon data gathered for 2003-04 on occupational students in order to meet the requirements of the Carl D. Perkins Act:

- Over seventy-nine percent (79%) of occupational concentrators* achieved a GPA of 2.0 or better in their academic courses.
- Eighty-three percent (83%) of occupational concentrators* achieved a GPA of 2.0 or better in their occupational specialty courses.
- Eighteen percent (18%) of the full-time, first-time degree-seeking occupational students enrolled in Fall 2000 received a certificate or degree within 2 ½ years.
- Ninety-six percent (96%) of the students who received a certificate or degree either continued their education, received/continued employment, or entered military service.
- Of the 94,112 students enrolled in non-traditional programs, 17,108 students were enrolled in programs considered non-traditional for their gender (18%).
- Of the 10,274 students who received an award in a non-traditional program, 1,504 students received an award in a program considered non-traditional for their gender (14.6%).

** Concentrator - student officially enrolled in an occupational program and had earned at least 12 credits towards the completion of an award (excluding developmental courses) at the beginning of the reporting year.*

A Former Student Perspective

(January/February 2002 Seventh Michigan Community College Poll)

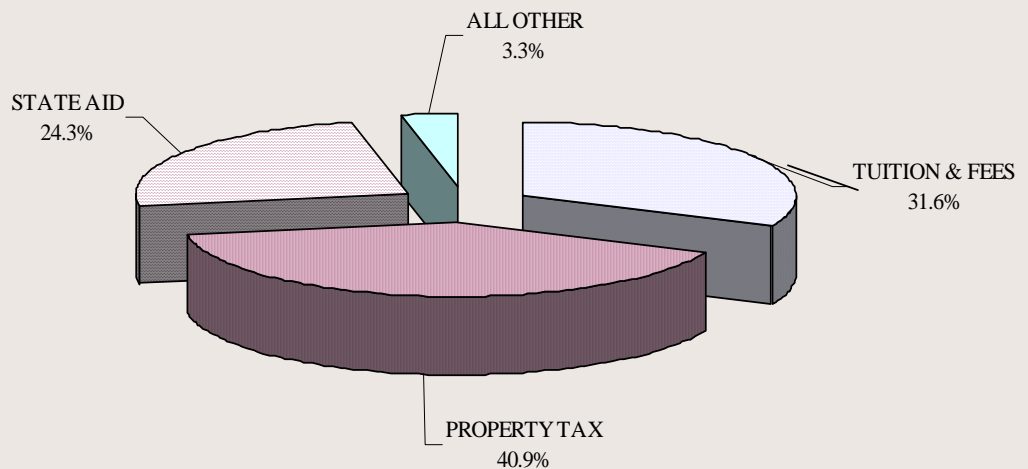
- Twenty-seven percent (27%) planned to earn an associate degree.
- Twenty-three percent (23%) planned to take courses in order to transfer to a four-year college or university.
- Seventeen percent (17%) planned to graduate and then transfer to a four-year college or university while thirty-three percent (33%) took courses for other reasons (e.g. increase skills, personal interest).
- Sixty-four percent (64%) of the students reported that they had accomplished their goal.
- Fifty-nine percent (59%) whose goal was to graduate and earn an associate degree reached their goal.
- Seventy-three percent (73%) who had another goal in mind reached it.
- The major reason students gave for failing to reach their goal was *lack of time*.
- Other reasons included *personal* and *the cost of attending college was too high*.
- Seventy-four percent (74%) of the students were employed either full or part-time.
- Sixty percent (60%) of the students who reported being employed believed their community college education helped them to perform better on their job.
- Thirty percent (30%) said it improved their job status and/or improved their salary.
- Eighty-five percent (85%) full-time students and sixty-nine percent (69%) of part-time students believed their community college education and training will help them move into a better job or career in the future.
- Seventy-six percent (76%) said they might enroll in courses at a Michigan community college again in the future.
- The vast majority of former students gave their community colleges an exceptionally high grade, with ninety-three percent (93%) awarding their college either an AA or AB.

For the complete report, please go to www.michigancc.net/ccl.

Financial Overview

Community colleges expended \$1,125,459,710 general fund dollars in the performance of their missions during 2003-2004.

General fund revenue included:



The Activity Classification Structure (ACS) financial and course enrollment reporting system provides information to the Michigan Legislature for use in the appropriations process to determine the financial needs of Michigan community colleges. More detailed information about this system can be accessed by going to. <http://www.michigancc.net/resources/manuals/>.

Part II

Purpose of the Carl D. Perkins Applied Technology Education Act of 1998

To provide Michigan community colleges additional funding to improve their occupational programs in order to more fully develop the academic, occupational, and technical skills of students who enroll in occupational programs. This end is achieved through concentrating resources on the following objectives:

- Strengthening the academic and vocational and technical skills of students participating in vocational and technical education programs through integration;
- Providing students with strong experience in and understanding of all aspects of an industry;
- Developing, improving, or expanding the use of technology in occupational and technical education;
- Providing professional development programs;
- Developing and implementing evaluations, including an assessment of how the needs of special populations are being met;
- Initiating, improving, expanding, and modernizing quality vocational and technical education programs;
- Providing services and activities that are of sufficient size, scope, and quality to be effective; and
- Linking secondary vocational and technical education and postsecondary occupational and technical education.

Federal Support from the Carl D. Perkins Applied Technology Education Act of 1998

- Community colleges have spent over \$3,112,825 in Perkins funds from 1999-00 through 2003-04 to enhance and increase career guidance, placement, and counseling activities.
- From 1999-00 through 2003-04, \$3,394,958 in Perkins dollars were utilized to support worksite instruction, customized training, and economic development programs available to local businesses, industry, and labor.
- A total of 71,625,207 Perkins dollars were distributed to 28 community colleges, 1 tribal college, and three four-year universities.
- Of the \$71,625,207, \$5,348,341 were spent on the following state leadership activities:
 - Local Leadership (\$2,742,380)
 - Fast Track Professional Development (\$675,000)
 - Emerging Technologies Consortia (\$1,510,961)
 - Data and Evaluation Activities (\$420,000)
- \$29,442,893 was used to fund professional development, developmental instruction, economic development, instructional equipment, academic integration, evaluation, and the establishment of secondary linkages.
- \$10,108,421 was expended for student support services.

2003 - 2004 Carl D. Perkins Grant*

BASIC GRANT BUDGET	
Local Leadership	\$576,000
MI Community College & Evaluation Committee	\$70,000
Fast Track Grants: Faculty Development	\$135,000
Consortium Grants: Emerging Technology	\$303,302
State Administration	\$335,896
PROGRAM IMPROVEMENT EXPENDITURES	
Special Populations - Instruction	\$1,907,639
Special Populations - Pupil Support Services	\$2,031,588
Special Populations - Instructional Support	\$247,255
Special Populations - Instructional Supervision	\$1,799,845
Career Guidance, Planning, & Placement	\$610,057
Program Planning & Evaluation	\$789,951
Professional Development	\$354,259
Developmental Instruction	\$163,683
Instructional Equipment	\$4,581,281
Secondary Linkages & Tech Prep	\$138,073
Worksite Instruction	\$458,738
Economic Development	\$298,460
Administrative Costs	\$198,152
Curriculum Integration	\$1,798
Occupational Education Program Improvement Total	\$13,580,779

State Administration – Technical Assistance

Staff of the Community College Services Unit provide technical assistance to the 28 community colleges, 1 tribal college and 3 universities as required by the Perkins Act. Specific activities during 2003-2004 included:

- Coordinating and supporting the web-based data collection system, Michigan Community College Network (MCCNet);
- Providing in-services and on-site technical assistance visits in order to help colleges determine the best use of their Perkins funding;
- Coordinating and providing a format for the development and implementation of statewide technical assistance through various task forces, professional organizations, conferences, and ad hoc state-level steering committees;
- Promoting and cooperating with the Michigan community college associations and organizations in the undertaking of specific activities;
- Maintaining cooperative and supportive relationships with federal and state professional organizations and committees*;
- Representing the Department of Labor & Economic Growth in the implementation of the Community College Act of 1966 ;
- Providing leadership in all aspects of curriculum, matriculation and student articulation, including the implementation of agreements between colleges, universities, and secondary schools;
- Providing leadership and direction concerning all matters related to institutional and student outcomes (e.g. Perkins accountability, evaluation methodology);
- Providing support for entrepreneurship initiatives .

**See Appendix A for a listing of organizations and committees.*

Local Leadership

Local leadership grants are awarded to support the technical assistance needs of college personnel in planning and implementing the comprehensive program of occupational education. During 2003-04, \$576,000 was awarded for local leadership and related travel activities.

Consortium Grants: Emerging Technologies

Consortium grant activities are available to encourage community colleges to cooperatively plan for new occupation areas, preferably in high technology and/or other emerging occupational areas. During fiscal year 2003-2004, \$303,302 were allocated for this purpose.

A sample of activities that occurred during fiscal year 2003-2004 include:

- Trends in Occupational Studies Conference
- Liberal Arts Network for Development (LAND) Conference
- LAND Conference for Student Scholars.

Faculty Professional Development: Fast Track Grants

During fiscal year 2003-2004, \$124,236 was allocated for events and activities designed to provide occupational education faculty with the knowledge necessary to upgrade their skills and improve curriculum. This program made it possible for 160 occupational faculty members to participate in approximately 128 workshops, seminars, on-the-job training sessions, and conferences directly related to the current needs of business and industry.

MICHIGAN COMMUNITY COLLEGE DATA AND EVALUATION COMMITTEE (MCCDEC)

Established in 1978 as a steering committee, the role of MCCDEC has continuously expanded over the years in order to keep up with the ever-changing demands being placed upon community colleges. It's main mission is to provide a broad based forum of expertise concerning data systems and data evaluation to improve the quality of Michigan's community colleges. The membership of this committee has included presidents, occupational deans, deans of student services, registrars, data processing personnel, liberal arts faculty, occupational faculty, institutional researchers, deans of instruction, as well as Special Populations Coordinators. The state heavily relied upon the input from this committee during 2000-2001 in order to address data-related state and federal initiatives. Towards this end, \$140,000 was expended to support such activities.

Over the 2003-2004 year, MCCDEC was instrumental in:

- collaborating with the Michigan Occupational Dean's Administrative Council in reviewing new methods of evaluating programs;
- reviewing and providing input into the methodology for establishing the Perkins Core Indicators;
- sponsoring and working on methods for improving Special Populations data;
- working on and supporting the development of a Reports Taxonomy system;
- supporting and providing input on the web-based data collection system; and
- working with the Michigan Community College Association in reviewing ways to better utilize data from other state agencies.

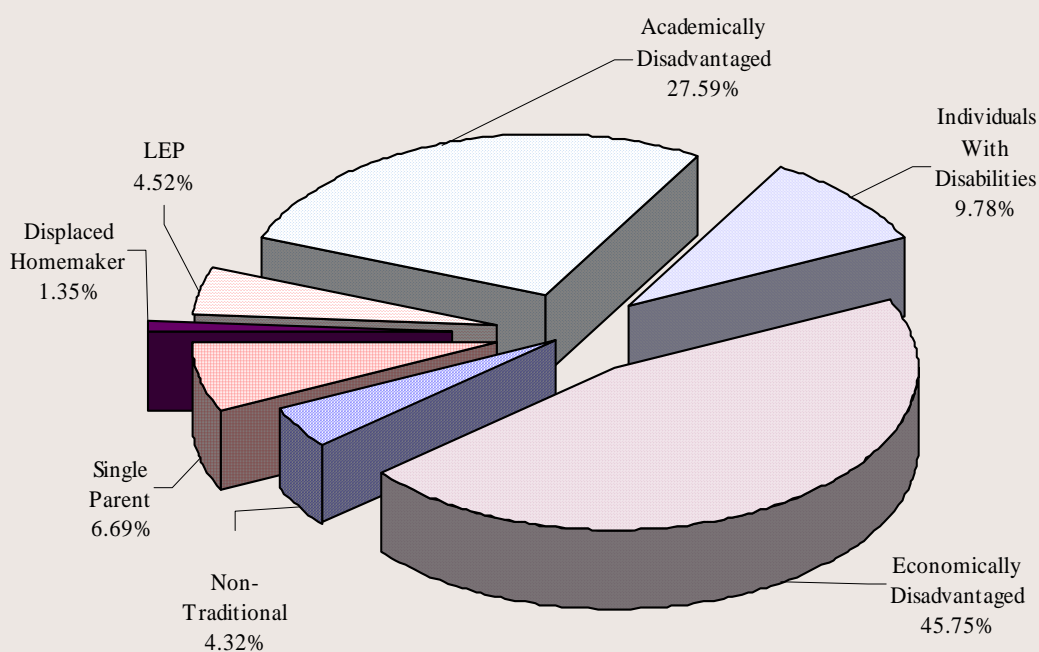
Special Populations Activities

Carl D. Perkins funds have been used to update and improve occupational programs by providing support services to students. Community colleges expended \$9,497,286 (\$5,986,327 federal dollars and \$3,510,959 local dollars) to provide assessment, outreach, attendance costs, counseling and academic advising, tutoring, interpreter services, special instructional assistance, and developmental instruction to Special Populations students during the 2003-2004 academic year. The total number of Special Populations served were 39,705 (duplicated). This population can be broken down by category as follows:

Economically Disadvantaged	17,858
Academically Disadvantaged	12,670
Limited English Proficient	1,245
Individuals with Disabilities	3,434
Single Parents	2,010
Displaced Homemakers	440
Non-Traditional	2,048

This represents an unduplicated count of approximately 20,000 students.

The following graph reflects the number of awards conferred during 2003-2004 (N = 4,603 by Special Populations category).



Appendix A

Federal and State Professional Organizations and Committees

- American Association of Community Colleges
- American Vocational Association
- Association of Community College Trustees
- Educational Teleconsortium of Michigan
- Liberal Arts Network for Development
- Michigan Association of Collegiate Registrars and Admissions Officers
- Michigan Association for Institutional Researchers
- Michigan Community College Association
- Michigan Community College Association for Development, Assessment and Research
- Michigan Community College Business Officers Association
- Michigan Community College Community Services Association
- Michigan Community College Data and Evaluation Committee
- Michigan Community College for Global Education
- Michigan Community College Personnel Administrators Organization
- Michigan Community College Student Services Association
- Michigan Council of Nursing Education Administrators
- Michigan Developmental Education Consortium
- Michigan Global Awareness Consortium
- Michigan Occupational Deans Administrative Council
- Michigan Occupational Special Populations Association
- Michigan Postsecondary Single Parent/Displaced Homemakers & Sex Equity Association
- National Postsecondary Education Council
- National Association for Career Technical Education Information
- National Council for Marketing and Public Relations
- National Council of State Directors for Community and Junior Colleges
- National Council for Workforce Education



Appendix B

Educational Publications and Studies Sponsored by the Community College Services Unit:

- *Activities Classification Structure Data Book and Companion.* (www.michigancc.net)
- *Articulation Handbook*, April 1998.
[http://www.michigan.gov/documents/S_Articulation_Handbook_46501_7.doc]
- *At-Risk Student Success Report.* [<http://www.michigancc.net/old/reports/>]
- *A Survey of Student Assessment and Developmental Education in Michigan's Community Colleges*, 1989, 1990, 1998, 1999. [<http://www.michigancc.net/old/studies/>]
- *A Report on the Acceptance of Vocational Education Courses for Admission Purposes at Michigan's Community Colleges and Universities*, 1990.
- *Collaboration and Cooperation Efforts with Four-year Universities.*
[<http://www.michiganccnet/old/reports/>]
- *Community College Districts in Michigan*, 1990, as amended.
- *Community College Data Base Annual Report*, 1990 through 1995.
- *Community College Student Transfer to Michigan's Universities*, 1988, 1989.
- *Customized Training: A Priority for Michigan Community Colleges*, July 1992.
- *Dictionary of Michigan Community College Terminology* (formerly Data Dictionary), Community College Services Unit. [<http://www.michigancc.net/resources/def/>]
- *Dean's Guide to Michigan Community College Occupational and Technology Education Programs.*[<http://www.michigancc.net/resources/guides/d0405.tml>]
- *Directory of Michigan Community Colleges.*
[http://www.michigan.gov/documents/2005_Directory_updated_12-28-04_114980_7.pdf]
- *Directory of Michigan Institutions of Higher Education.*
[http://www.michigan.gov/mdcd/0,1607,7-122-1680_2735---,00.html]
- *Michigan Community College Demographic Enrollment Profile.*
[<http://www.michigancc.net/data/databook/>]
- *Michigan Community College Journal*, Research and Practice, 1995 through 2002.
[<http://www.schoolcraft.edu/cce/>]
- *Manual for Uniform Financial Reporting, Michigan Public Community Colleges.*
[<http://www.michigancc.net/resources/manuals/>]
- *Meeting the Mandates: Michigan Community College Student Assessment Capabilities*, September 1992.
- *Native American Tuition Waivers.* [<http://www.michigancc.net/old/reports/>]